DOCUMENT RESUME

ED 135 569 32 RC 009 734

AUTHOR Thompson, Tad
TITLE Fill Swings--Feed Minds: Report of the Fiscal 1975 Program for the Education of Children of Migrant Farmworkers in New York State.
INSTITUTION New York State Education Dept., Albany. Bureau of Migrant Education.; State Univ. of New York, Albany.
SPONS AGENCY Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.
PUB DATE 75
NOTE 55p.; For related document, see ED 115 413. Not available in hard copy due to small print size of original document

EDRS PRICE MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS Annual Reports; Bilingual Education; Career Awareness; Computer Oriented Programs; *Educational Opportunities; *Educational Programs; Elementary Secondary Education; Health; Inservice Teacher Education; Interstate Programs; *Migrant Child Education; Out of School Youth; Outreach Programs; Preschool Education; *State Programs; Summer Programs; *Supplementary Education; Tutorial Programs
IDENTIFIERS Elementary Secondary Education Act Title I; ESEA Title I; *New York

ABSTRACT

Goal of the New York State migrant education effort is to provide each eligible child supplemental education programs that will best meet his assessed needs. Designed to provide migrant children with worthwhile educational experiences while they are in the period of migration, the programs are linked to the work of other State agencies which provide services to migrant children. During fiscal year 1975, programs carried out by local educational agencies, Boards of Cooperative Educational Services, State University of New York units, and private agencies were funded. Although efforts to improve skills in reading, mathematics, and bilingual education were stressed, the programs undertaken aimed to improve health and nutrition, provide recreational activities, and bolster positive self-concepts. The programs undertaken included: a census project, Learn and Earn, Tutorial Outreach Program, summer school programs, Preschool Migrant Child Development Program, and Information Dissemination Project. Data on the children as they traveled from one state to another were obtained by use of the Migrant Student Record Transfer System. Attention was also given to inservice education in order that teachers and others concerned with improving the migrant child's education could have the opportunity to learn from those who are leaders in the field of migrant education. (NQ)

Documents acquired by ERIC include many informal unpublished materials not available from other sources. ERIC makes every effort to obtain the best copy available. Nevertheless, items of marginal reproducibility are often encountered and this affects the quality of the microfiche and hardcopy reproductions ERIC makes available via the ERIC Document Reproduction Service (EDRS). EDRS is not responsible for the quality of the original document. Reproductions supplied by EDRS are the best that can be made from the original.

REC 14-12-76

# fill swings—feed minds

ED135569

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

This publication was printed pursuant to a grant from the Office of Education, U.S. Department of Health, Education and Welfare, E.S.E.A. Title I.

# Fill Swings — Feed Minds

Report of the Fiscal 1975 Program for the Education
of Children of Migrant Farmworkers in New York State

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Bureau of Migrant Education
Albany, New York 12234

## THE UNIVERSITY OF THE STATE OF NEW YORK

**Regents of The University** (*with years when terms expire*)

| | |
|---|---|
| 1981 THEODORE M. BLACK, A.B., Litt.D., LL.D., Pd.D., D.C.L.<br>*Chancellor* | Sands Point |
| 1987 CARL H. PFORZHEIMER, JR., A.B., M.B.A., D.C.S., H.H.D.<br>*Vice Chancellor* | Purchase |
| 1978 ALEXANDER J. ALLAN, JR., LL.D., Litt.D. | Troy |
| 1980 JOSEPH T. KING, LL.B. | Shelter Island |
| 1981 JOSEPH C. INDELICATO, M.D., L.H.D. | Brooklyn |
| 1979 FRANCIS W. MCGINLEY, B.S., J.D., LL.D. | Glens Falls |
| 1986 KENNETH B. CLARK, A.B., M.S., Ph.D., LL.D., L.H.D., D.Sc. | Hastings on Hudson |
| 1983 HAROLD E. NEWCOMB, B.A. | Owego |
| 1988 WILLARD A. GENRICH, LL.B., L.H.D., LL.D. | Buffalo |
| 1982 EMLYN I. GRIFFITH, A.B., J.D. | Rome |
| 1977 GENEVIEVE S. KLEIN, B.S., M.A. | Bayside |
| 1981 WILLIAM JOVANOVICH, A.B., LL.D., Litt.D., L.H.D. | Briarcliff Manor |
| 1976 MARY ALICE KENDALL, B.S. | Irondequoit |
| 1984 JORGE L. BATISTA, B.A., J.D. | Bronx |
| 1982 LOUIS E. YAVNER, LL.B. | New York |

**President of The University and Commissioner of Education**
EWALD B. NYQUIST

**Executive Deputy Commissioner of Education**
GORDON M. AMBACH

**Deputy Commissioner for Elementary, Secondary and Continuing Education**
THOMAS D. SHELDON

**Assistant Commissioner for ESC Educational Opportunity Programs**
IRVING RATCHICK

**Chief, Bureau of Migrant Education**
RICHARD A. BOVE

## FOREWORD

Nationwide interest in migrant education has grown considerably within the last decade. New York State has long been a pioneer in providing educational programs and services for migrant children and their parents. This report presents the highlights of the activities of the Bureau of Migrant Education (BME) during the fiscal year 1974–75 (FY-75). The Bureau of Migrant Education funds programs carried out by local educational agencies, Boards of Cooperative Educational Services (BOCES), State University of New York units and private agencies. The programs are designed to provide migrant children with worthwhile educational experiences while they are in the period of migration. Although the three State Education Department priorities of reading, mathematics and bilingual education are stressed, there are additional programs which provide additional support. Several of the programs include a census project, Learn and Earn, tutorial outreach and career experiences. Data on migrant children as they travel from one state to another are obtained by use of the Migrant Student Record Transfer System (MSRTS) which has its headquarters in Little Rock, Arkansas. Much attention also is given to inservice education in order that teachers and others concerned with

improving education for migrant children will have the opportunity to learn from those who are leaders in the field of migrant education.

Equalizing education opportunity is a national, state, and local responsibility. We hope this report will be helpful to all those concerned with removing detriments to learning and with equalizing education opportunity.

This report was prepared by Tad Thompson for the BME under the supervision of Richard A. Bove, Chief of the Bureau. The manuscript was prepared by Janet Manciocchi. Photographs are by William Cronin, Roger Smith and Tad Thompson.

IRVING RATCHICK
*Assistant Commissioner for*
*ESC Educational Opportunity*
*Programs*

## CONTENTS


| | PAGE |
|---|---|
| Foreword | iii |
| Introduction | 1 |
| Overview | 3 |
| History of Service to Migrant Children | 4 |
| Eligibility | 11 |
| Organization Chart | 13 |
| Cooperating Local Education Agencies — Listing by County | 16 |
| Migrant Education Regional Offices — Map | 17 |
| Interstate Migrant Child Influx to New York State — 1975 — Map | 19 |
| Cooperating School Districts During FY-75 | 20 |
| Cooperating School Districts — Map | 21 |
| Tutorial Outreach and Inschool Programs | 23 |
| Summer School Programs | 28 |
| Learn and Earn | 29 |
| Preschool Migrant Child Development Program | 31 |
| Support Services | 33 |
| Census Project | 33 |
| Migrant Student Record Transfer System | 38 |
| Migrant Bilingual Education Project | 40 |
| Information Dissemination Project | 41 |
| Migrant Health Education | 43 |
| Inservice Education | 45 |
| Interstate Cooperation | 46 |
| Summary | 48 |

## INTRODUCTION

Migrant children are children of the nation. They belong to no specific community, to no specific school district. Rather, school districts—interstate and intrastate—share the responsibility of making an equal education opportunity possible for the migrant child. Because these children will find their education so often interrupted, many of them are underachieving in relation to community peer groups. The Bureau of Migrant Education (BME), through its State and Federal funds, provides for supportive services that the migrant child needs in order to function in a learning situation. These services supplement the regular education effort for the children by providing: teachers, teacher-tutors, summer schools, inservice and preservice training for staff, transmittal of critical data, and a sharing in intrastate and interstate techniques, materials and approaches that foster educational continuity for the migrant child.

Emphasis is placed on identifying eligible children and providing priority educational programs for those identified children. First priorities in meeting children's educational needs are those of reading, mathematics and bilingual education.

The BME supplements reading, mathematics and bilingual education programs

with other programs such as Early Childhood Education, Health Education, Recreation/Outdoor Education, Work Experience, Tutorial Outreach, Family and Community Involvement, and also provides special funds for participation in activities of the Boy Scouts, Girl Scouts, 4-H, and in sports and music. The objectives are to expand the education environment to encompass the home and community and to include strategies, both in and out of school, necessary to meet the needs of the child through a comprehensive approach to personalized instruction.

RICHARD A. BOVE
*Chief, Bureau of Migrant Education*

## OVERVIEW

New York State's effort to meet the educational needs of migrant children receives funding and direction from the U.S. Office of Education's Migrant Program Branch. Funds are appropriated by the U.S. Congress through amendments to the Title I, Elementary and Secondary Education Act. The New York State Legislature also contributes funds toward the operation of summer school programs for migrant children.

Responsibility for allocation of the funds rests with the New York State Education Department's Office of Elementary, Secondary and Continuing Education (ESC) through the Office of ESC Educational Opportunity Programs. Within this office, the Bureau of Migrant Education (BME) fosters both direct and supportive services aimed at maximizing education opportunities for migrant children. The BME operates three regional offices in the Western (I), Central (II), and Eastern (III) areas of New York State. Regionalization affords increased service by the professional staff through placement within the region of their responsibility.

In programming to meet the needs of underachieving migrant children, the BME follows the Department's three major priorities—reading, mathematics and bilingual education. The objective of the BME is to identify every eligible migrant child temporarily residing in New York State and to involve that child in a supplemental education program meeting the child's needs in the three priority areas.

The method employed is as follows:

1. To identify the child through census information generated from a number of sources, primarily from the BME's Census Project operated statewide.
2. To involve the child, as soon as possible after he/she is identified, in a project funded by the BME.
3. To conduct a needs assessment for each child.
4. To involve the child in a program that meets his or her prescribed needs.
5. To keep records on the child's progress and to enter all relevant health and academic information in the Migrant Student Record Transfer System (MSRTS).

6. To evaluate the child's progress through appropriate tests and other methods.

This design for involving migrant children in education programs is supplemented by a range of State agencies and services focusing on all the needs of the child. Agencies such as the Council of Churches, Department of Labor, Department of Health, Department of Agriculture and Markets and others coordinate to meet the needs of the migrant child and family.

Support services like Census, MSRTS User Training, Day Care, Interagency Coordination and Information Dissemination strengthen the direct teaching programs. Teaching efforts are carried out at the local level through cooperative agreements with local educational agencies (LEAs) which conduct BME-supported programs.

LEAs are schools, colleges and universities and Boards of Cooperative Education Services (BOCES). Schools generally conduct programs such as inschool supplementary programs and summer schools for migrant children who reside within the school district boundaries. Colleges, universities and BOCES conduct outreach programs such as health education and tutorial programs for migrant children within several school districts, with the cooperation of the local schools.

## HISTORY OF SERVICE TO MIGRANT CHILDREN

The 1975 Fiscal Year (FY–75) marked the 20th anniversary of New York State's direct involvement in efforts to meet the educational needs of children of migratory agricultural workers. Even before the first program for these children was begun in 1956, concerned lay and religious groups attempted to establish compensatory educational services in schools which experienced the impact of these temporary students. Several school districts added part-time staff to assist regular classroom teachers with the migrant students who, by State law, were required to attend school in the districts in which they lived with their parents.

Two pilot programs in the summer of 1956 were the first attempts to help migrant students in academic skills. These projects were located in Albion and East Cutch-

ogue. The State Legislature allocated $10,000 for the programs which served 80 elementary school-age children. From this small beginning the New York State Education Department (SED) and cooperating local school districts have fostered efforts to increase services to migrant children all across the State. Each year since 1956 the State has provided funds to realize those services.

Prior to the significant increase in 1965 of available funds from the Federal Government, the State steadily increased its dollar allocation for migrant education. The influx of Federal monies greatly increased the opportunity to serve more and more migrant children. The 20-year growth of migrant education programs is shown on the accompanying chart which lists the State and Federal allocations, the number of cooperating schools, the location by county and the number of migrant children served.

From 1956 to 1964, New York provided $330,000 for the education of migrant children. These funds were allocated and supervised by part-time assignments of a single supervisor within the Bureau of Elementary School Supervision. The services reached 2,155 migrant children.

The funding picture changed dramatically in 1965 when the Federal Office of Economic Opportunity (OEO) began awarding funds to states to expand educational opportunity for migrant children. In 1965 New York received $255,000 and continued to appropriate State funds for the operation of migrant summer schools. The increased funds allowed the 1965 statewide program to serve nearly four times the number of children as in 1964 and nearly six times the 1964 level in 1966.

The increase in funds and operations across the State required more SED personnel. In 1967, two full-time persons were assigned to the newly created Migrant Education Office within the Bureau of Elementary School Supervision. Also in 1967, two major changes took place in the Federal funding procedures. The definition of "migrant children" was narrowed and the funding source changed.

The United States Office of Education (USOE) took over the responsibility of allocating Federal funds for the education of migrant children from OEO. USOE operated under an amendment to the Elementary and Secondary Education Act (ESEA) Title I, P.L. 89–10. This shift involved a cut in Federal funds available to New York State because the definition of eligible migrant children was modified. The new definition limited eligibility to those children whose parents moved from place to place in search of employment in agriculture or related food

## 20-YEAR OVERVIEW OF NYS MIGRANT EDUCATION FUNDING, COOPERATING SCHOOLS BY COUNTY AND CHILDREN SERVED

| Fiscal Year | State Funding | Federal Funding | Total Funding | Cooperating Schools | Counties | Total Children Served* |
|---|---|---|---|---|---|---|
| 1956 | 10,000 | 0 | 10,000 | 2 | 2 | 80 |
| 1957 | 10,000 | 0 | 10,000 | 2 | 2 | 89 |
| 1958 | 10,000 | 0 | 10,000 | 2 | 2 | 98 |
| 1959 | 40,000 | 0 | 40,000 | 5 | 4 | 135 |
| 1960 | 40,000 | 0 | 40,000 | 8 | 4 | 277 |
| 1961 | 40,000 | 0 | 40,000 | 9 | 8 | 350 |
| 1962 | 50,000 | 0 | 50,000 | 10 | 8 | 371 |
| 1963 | 50,000 | 0 | 50,000 | 10 | 8 | 355 |
| 1964 | 80,000 | 0 | 80,000 | 13 | 8 | 400 |
| 1965 | 80,000 | 255,000[a] | 335,000 | 28 | 12 | 1542 |
| 1966 | 80,000 | 388,266[a] | 468,266 | 28 | 14 | 2326 |
| 1967 | 90,000 | 284,324[b] | 374,324 | 26 | 16 | 1537[c] |
| 1968 | 90,000 | 1,102,303[b] | 1,192,303 | 35 | 19 | 2628 |
| 1969 | 90,000 | 1,760,849[b] | 1,850,849 | 45 | 20 | 3759 |
| 1970 | 90,000 | 1,899,639[b] | 1,989,639 | 59 | 17 | 4559 |
| 1971 | 90,000 | 2,074,292[b] | 2,164,282 | 60 | 23 | 7665[d] |
| 1972 | 90,000 | 2,074,282[b] | 2,164,282 | 60 | 23 | 7933[d] |
| 1973 | 90,000 | 2,797,056[b] | 2,887,056 | 56 | 24 | 8070[d] |
| 1974 | 90,000 | 2,932,222[b] | 3,022,222 | 53 | 23 | 7355[e] |
| 1975 | 90,000 | 2,861,096[b] | 2,951,096 | 74 | 24 | 8899[e] |

* Child count shows enrollment in migrant summer school unless otherwise noted.

KEY:

[a] Office of Economic Opportunity (OEO)

[b] United States Office of Education (USOE)

[c] Enrollment reduced due to changes in definition of migrant child and reduced funds.

[d] Combined enrollment in spring, summer and fall programs.

[e] Combined enrollment in spring, summer and fall, tutorial, and other special programs.

processing industries. No longer was the program open, as it was under OEO, to children of all seasonally employed agricultural workers.

As the statewide program expanded in 1968, more contacts with other outside agencies, local school officials and the migrant parents were established for planning purposes. A State Advisory Board, initiated in 1967, took a greater role in planning. Educational services, which had been concentrated within summer schools, branched out into prevocational education programs, outdoor education, health and nutrition education, inservice programs for teachers of migrant children and increased assistance to schools in fall and spring semesters for inschool supplemental programs.

A constant concern of teachers—that of keeping accurate and up-to-date records of the children—received attention through a pilot program with the State of Florida. Information was shared on migrant children whose home state was Florida. This was a forerunner of the present Migrant Student Record Transfer System (MSRTS).

In 1969, the Bureau of Migrant Education (BME) was established within the Division of School Supervision with four full-time professionals to administer the allocation of funds to the local schools. The BME staff wrote contracts with the schools for providing services to migrant children and supervised the programs through field visits. A total of 89 separate projects was funded with 45 schools, three Boards of Cooperative Educational Services (BOCES) facilities and two State University colleges.

Inservice education for teachers received increased attention and the Migrant Center at the State University College at Geneseo was supported as a training center. The Migrant Center also conducted studies for the BME into the educational needs of migrant children and acted as a conduit for disseminating information on effective teaching methods and materials.

The year 1969 was a significant one for interstate cooperation, with the visit of 17 migrant teachers from Alabama who reviewed summer schools. BME also sent teachers to Arizona, California and Texas for exchanging methods and materials. The Second Annual National Migrant Education Conference was cohosted in 1969 with New Jersey.

A further definition of migrant children was handed down by USOE in 1970 which established the True and Resettled categories used to the present time. These definitions are included in the section on Eligibility. The Federal allocation for migrant education to New York as

well as other states was determined by the number of full-time equivalent workers entering the state in search of seasonal farm work. This method has continued in use until the present time. Over the years the BME has expressed concern that the identification of migrant children has been difficult and that the reliability of figures given was in question.

An expanded effort to exchange student information with other states was undertaken in 1970. Sixty New York school districts participated in a manual system with 15 states. The organization of the present MSRTS began in earnest and included several states in development stages.

In 1971, New York became part of the MSRTS with the installation of three computer terminals which linked with a data bank in Little Rock, Arkansas. A total of 3,000 children was enrolled through the New York terminals that year and emphasis was given to training users of the new system. Also during that year, 11 national goals of migrant education were established. These superseded New York's five goals and were developed by the combined efforts of a Committee for National Evaluation of Migrant Education Programs. New York's representative served as the chairman of the Committee.

The goals which the Committee developed continue to be the national priorities for migrant education programs. The implementation of the goals vary with the situations and conditions existing in each state and local education agency. The goals are to:

—provide the opportunity for each migrant child to improve communications skills necessary for varying situations.

—provide the migrant child with preschool and kindergarten experiences geared to his or her psychological and physiological development that will prepare him or her to function successfully.

—provide specially designed programs in the academic disciplines (Language Arts, Math, Social Studies, and other academic endeavors) that will increase the migrant child's capabilities to function at a level concomitant with his or her potential.

—provide specially designed activities which will increase the migrant child's social growth, positive self-concept and group interaction skills.

—provide programs that will improve the academic skill, prevocational orientation, and vocational skill training for older migrant children.

—implement programs, utilizing every available Federal, State and local resource through coordinated

funding, in order to improve mutual understanding and appreciation of cultural differences among children.

—develop in each program a component of intrastate communications for exchange of student records, methods, concepts, and materials to assure that sequence and continuity will be an inherent part of the migrant child's total educational program.

—develop communications involving the school, the community and its agencies, and the target group to insure coordination of all available resources for the benefit of migrant children.

—provide for the migrant child's physical and mental well being by including dental, medical, nutritional and psychological services.

—provide a program of home-school coordination which establishes relationships between the project staff and the clientele served in order to improve the effectiveness of migrant programs and the process of parental reinforcement of student efforts.

—increase staff self-awareness of their personal biases and possible prejudices, and upgrade skills for teaching migrant children by conducting inservice and preservice workshops.

By both tradition and State law the New York State Department of Agriculture and Markets has operated migrant child care centers across the State during the growing and harvesting seasons. In 1975, agreements were reached between the Department and BME to provide a teacher in each of the migrant child day care centers. From this beginning, the program for preschool migrant children has continued to the present time in providing educational development experiences for the infants and toddlers at these centers.

The problems of providing meaningful educational experiences, enhancing educational continuity and identification of eligible children, which had been a concern of the BME over the years, was given increased attention during 1972 and 1973. The collection of census data and initiation of individualized outreach programs became the two-pronged approach undertaken. A tutorial education project for migrant children and a census-recruitment pilot project were initiated during 1973.

At the State University College (SUC) at Fredonia, the tutorial program began in the Dunkirk area through work

with children in schools which did not have regular school migrant programs. Data on children gathered from several sources such as the SED's Bureau of Statistical Services, Department of Agriculture and Markets child care centers and New York State Department of Labor were supplemented by information from 14 regional census projects. The census information allowed the BME to project realistic funding levels for migrant programs in areas of the State covered by the census.

A bilingual materials acquisition and project development program was started in 1973 through a cooperative effort of the BME and the Office of Bilingual Education. The ever-growing numbers of non-English-speaking migrant children coming to New York spurred this effort. The continuing effort is aimed at aiding school officials and staff in providing the best instructional service to the non-English-speaking migrant children.

The 1974 fiscal year was highlighted by the expansion of both the tutorial and census operations. A year-round program was established at SUC Fredonia and a second tutorial program was initiated at SUC Geneseo. The census operation grew to include 17 census takers in 15 regions of the State. The increased reliability of census information prompted the BME to base funding allocations for most programs upon the data gathered through the census project. The tutorial outreach programs produced significant, measurable academic gains for the children enrolled in them. Hopes have been raised that an effective method has been found which will meet the educational needs of migrant children and provide a measure of continuity in their educational history.

A new program aimed at migrant adolescents was supported in 1974. The Learn and Earn program has as its objective to provide an opportunity for these young persons to continue their education and to obtain vocational experiences through placements in various part-time jobs. The program was continued in FY–75.

There were also changes within the BME. The professional staff was assigned to newly established regional offices in Western, Central, and Eastern sections of the State. The regionalization effort is aimed at strengthening the technical services offered to the local schools. Administratively, the BME was transferred from the Division of School Supervision of the SED to the Office of ESC Educational Opportunity Programs.

Throughout the above-described 20-year history, the educational services provided to migrant children through the auspices of the BME and at the local schools have tried to meet the varying needs of the migrant child. Toward this end, programs have been undertaken in the

areas of health and nutrition education, oral and dental health, recreational activities and cultural enrichment. All of these aspects relate to the educational needs of the migrant child and exceed the priorities of reading, arithmetic and bilingual education which are emphasized in the programs.

The challenge to meet the educational needs of migrant children has not diminished despite the decrease in available money and manpower. Indeed, as identification procedures are refined, mobility patterns of migrant children shift and the complexity of our society escalates, the challenge to educators also grows.

The specific programs designed to deliver educational services during FY–75 are detailed on the following pages of this report.

## ELIGIBILITY

Identifying a migrant child and determining whether he or she is eligible to receive supplemental education is based on three specific categories. The categories have been developed by the BME in accordance with amendments to the Federal Title I, ESEA Act of 1965. The definitions are as follows:

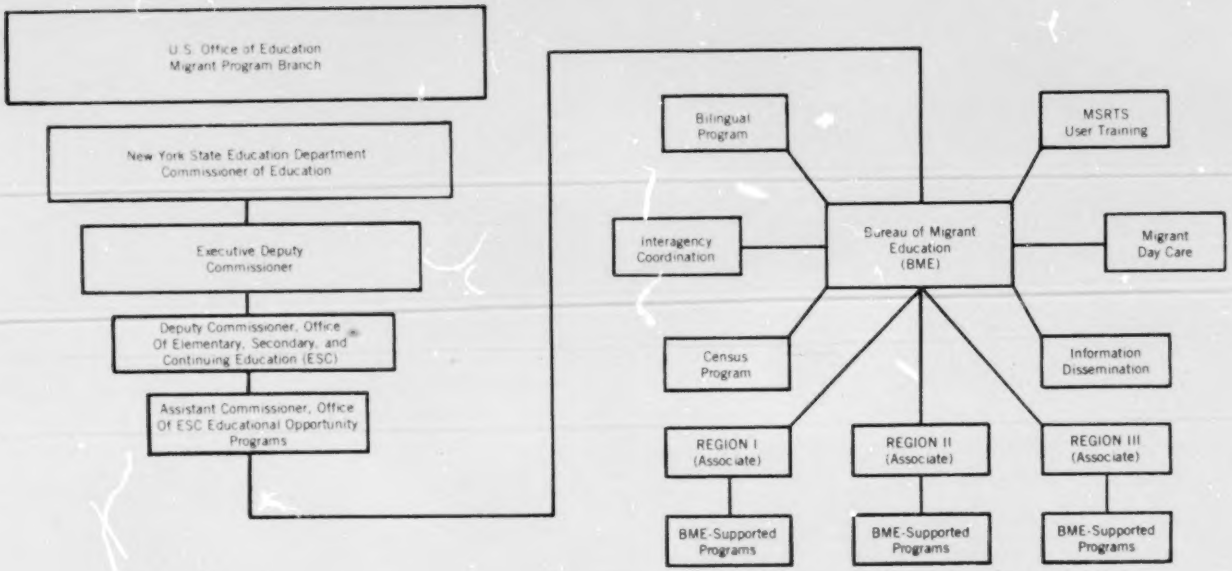
**Interstate**—A child who has moved with a parent or guardian within the past year across State boundaries in order that a parent/guardian or member of his (or her) immediate family might secure temporary or seasonal employment in agriculture/fishing or in related food processing activities.

Status 1 = Interstate agriculture
Status 4 = Interstate fishing

**Intrastate**—A child who has moved with a parent or guardian within the past year across school district boundaries within a State in order that a parent/guardian or member of his (or her) immediate family might secure temporary or seasonal employment in agriculture/fishing or in related food processing activities.

Status 2 = Intrastate agriculture
Status 6 = Intrastate fishing

## ORGANIZATION CHART



**Formerly Migratory**—A child who has been an interstate or an intrastate migrant as defined above but who along with his (or her) parent or guardian has ceased to migrate within the past five years and now resides in an area in which a program for migratory children is to be provided.

Status 3 = Formerly agriculture
Status 6 = Formerly fishing

(five-year migrants)

Migrant children are also identified by True and Resettled categories. These categories are defined as follows:

**True**—A child who has moved with a parent or guardian within the past year across State and/or school district boundaries in order that a parent or guardian or member of his (or her) immediate family might secure temporary or seasonal employment in agriculture, fishing or any related food processing activities.

**Resettled**—A child who has migrated across State or school boundaries with his (or her) parent or guardian but has ceased to migrate in the past five years and has settled in an area in which a program for migrant children is provided.

Only specific agricultural-related activities are accepted under terms of the Federal guidelines. These activities include:

1. Farm activities related to field crops such as alfalfa, broomcorn, flax, hops, peanuts and sugar beets.
2. Orchard activities related to fruit and nut trees and vines including sorting and picking.
3. Farm activities related to the production of vegetables including sorting, freezing and canning.
4. Farm activities engaged in the production of milk and other dairy products not including commercial dairies not located on a farm.
5. Farm activities related to the production of poultry and poultry products located on the farm.
6. Farm or ranch activities related to the production of livestock and livestock products located on the farm.
7. Farm activities related to horticultural crops such as

bulbs, flowers, plants, shrubbery, trees, herbs, mushrooms, seeds, and sod crops.

8. Fishery activities.

## COOPERATING LOCAL EDUCATION AGENCIES LISTING BY COUNTY

**Program Types:**

**A—Tutorial Education**
**B—Summer School**
**C—Inschool Supplemental**

### REGION I

| County | District/Agency | Program |
|---|---|---|
| Cattaraugus | Gowanda | A B |
| Chautauqua | Brocton | A |
| | Dunkirk | A B C |
| | Forestville | A |
| | Fredonia | A |
| | Mayville | A |
| | Ripley | A |
| | Silver Creek | A B |
| | SUC Fredonia | A B |
| | Westfield | A |
| Erie | Lake Shore | A B |
| | North Collins | A B |
| Genesee | Alexander | A |
| | Batavia | A |
| | Byron-Bergen | A |
| | Elba | C |
| | Genesee/Wyoming BOCES | A B |
| | Le Roy | A |
| | Oakfield-Alabama | A |
| | Pavilion | A |
| Livingston | Avon | A |
| | SUC Geneseo | A B |
| Monroe | Brockport | A |
| | Hilton | A |
| | SUC Brockport | A B |
| Niagara | Newfane | C |

# NEW YORK STATE MIGRANT EDUCATION REGIONAL OFFICES

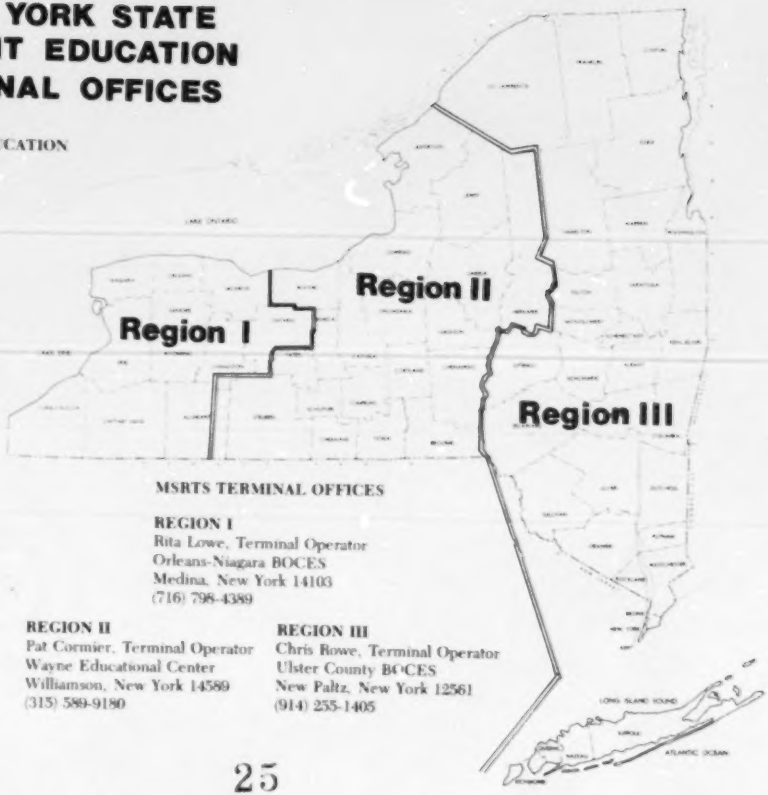
**BUREAU OF MIGRANT EDUCATION**

Richard A. Bove, Chief
State Education Department
Albany, New York 12234
(518) 474-6109

**REGION I OFFICE**
Dolores F. Allison, Associate
455 Cayuga Road—Box J
Cheektowaga, New York 14225
(716) 842-3848

**REGION III OFFICE**
Herbert S. Gaige, Associate
55 Elk Street
Albany, New York 12234
(518) 474-3535

**REGION II OFFICE**
Paul T. Reagan, Associate
Onondaga-Madison BOCES
6820 Thompson Road
Syracuse, New York 13211
(315) 437-1631




**MSRTS TERMINAL OFFICES**

**REGION I**
Rita Lowe, Terminal Operator
Orleans-Niagara BOCES
Medina, New York 14103
(716) 798-4389

**REGION II**
Pat Cormier, Terminal Operator
Wayne Educational Center
Williamson, New York 14589
(315) 589-9180

**REGION III**
Chris Rowe, Terminal Operator
Ulster County BOCES
New Paltz, New York 12561
(914) 255-1405

| County | District/Agency | Program |
|---|---|---|
| Ontario | Bloomfield | A B C |
| Orleans | Albion | A B C |
| | Kendall | C |
| | Lyndonville | B C |
| | Medina | C |
| Wyoming | Letchworth | A B C |
| | Warsaw | A B |
| | Wyoming | A B |

**REGION II**

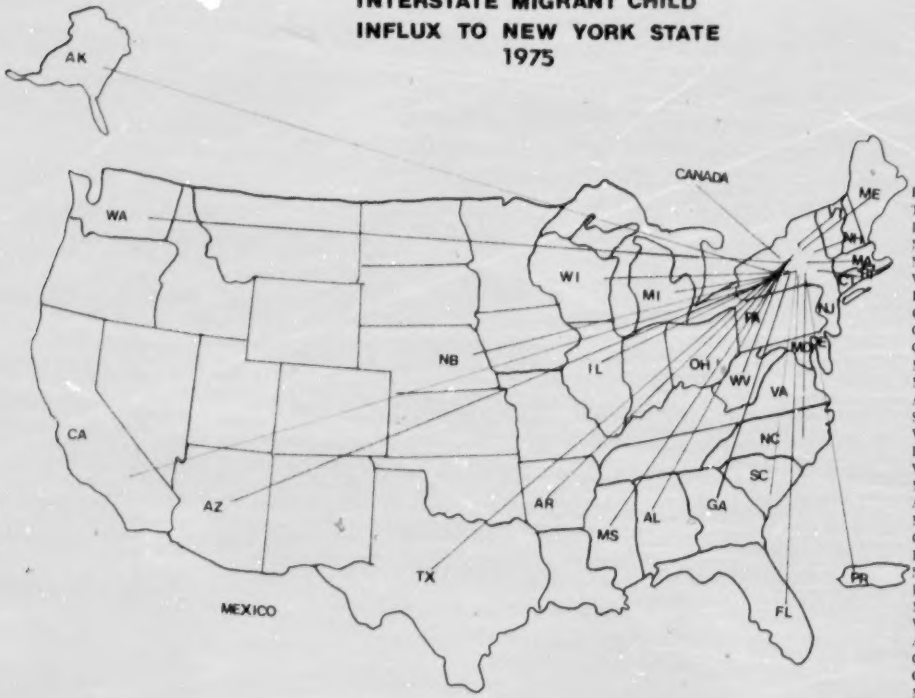
| | | |
|---|---|---|
| Jefferson | Belleville | C |
| | General Brown | C |
| Livingston | Dansville | A |
| Ontario | Marcus Whitman | B C |
| Oswego | Hannibal | A C |
| | SUC Oswego | A |
| Steuben | Arkport | A |
| | Avoca | A C |
| | Cohocton | A C |
| | Steuben/Allegany BOCES | B |

| County | District/Agency | Program |
|---|---|---|
| | Wayland | A |
| Wayne | Clyde-Savannah | A B C |
| | Marion | C |
| | North Rose-Wolcott | A B C |
| | Red Creek | A B |
| | Sodus | B C |
| | Williamson | B C |
| Yates | Penn Yan | A |

**REGION III**

| | | |
|---|---|---|
| Delaware | Delhi | A |
| | South Kortright | A |
| | Stamford | A |
| | SUC Oneonta | A |
| Dutchess | Pine Plains | A |
| | Red Hook | C |
| Orange | Florida | A |
| | Goshen | A |
| | Minisink Valley | A |
| | Valley Central | A |
| | Warwick Valley | A B C |

# INTERSTATE MIGRANT CHILD INFLUX TO NEW YORK STATE 1975




**PERCENTAGE BREAKDOWN**

| | |
|---|---|
| Florida | 53.3% |
| Texas | 16.7 |
| Puerto Rico | 7.3 |
| N. Carolina | 2.3 |
| New Jersey | 2.2 |
| Virginia | 2.0 |
| Pennsylvania | 1.7 |
| Georgia | 1.6 |
| Canada | 1.6 |
| Connecticut | 1.5 |
| Massachusetts | 1.2 |
| Mexico | 1.1 |
| Alabama | 1.1 |
| S. Carolina | .9 |
| Washington | .7 |
| Illinois | .6 |
| Vermont | .5 |
| Maryland | .3 |
| Arkansas | .3 |
| Mississippi | .3 |
| Ohio | .3 |
| Delaware | .3 |
| New Hampshire | .3 |
| Lebanon | .2 |
| Michigan | .2 |
| Wisconsin | .1 |
| Alaska | .1 |
| California | .1 |
| China | .1 |
| Maine | .07 |
| Nebraska | .07 |
| Rhode Island | .03 |
| Sicily | .03 |
| West Virginia | .03 |
| Arizona | .03 |

TOTAL INTERSTATE COUNT—2,807

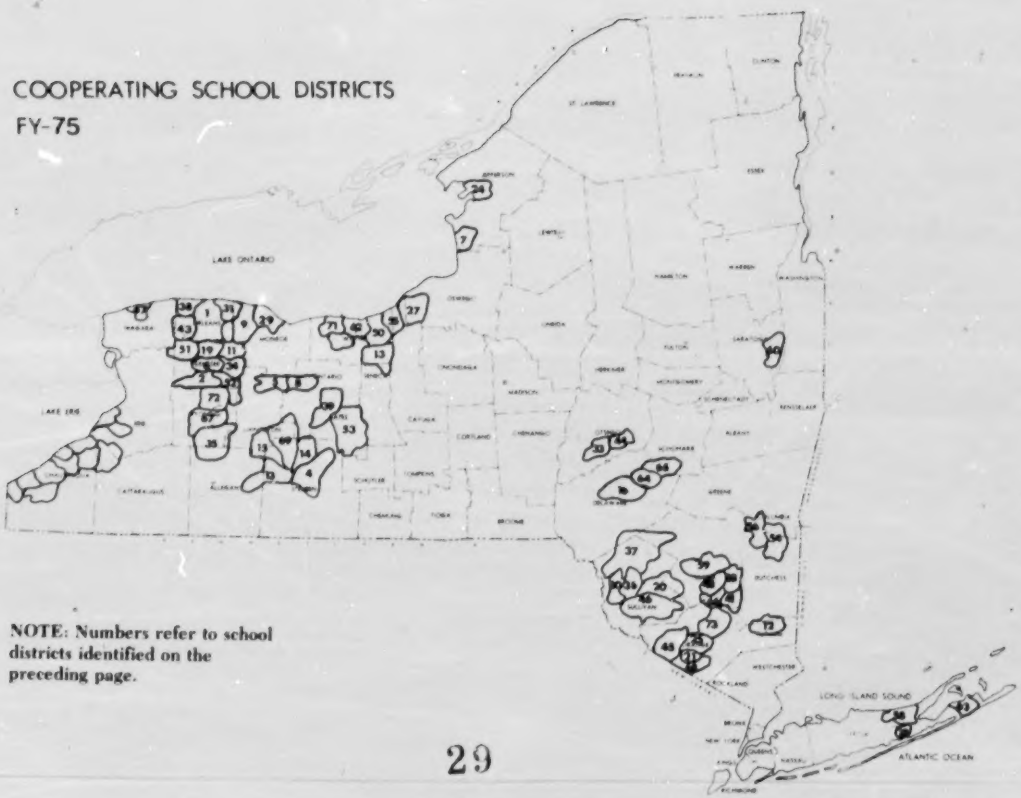
| County | District/Agency | Program |
|---|---|---|
| Otsego | Laurens | A |
| | Milford | A |
| Putnam | Carmel | B |
| Rensselaer | Rensselaer/Columbia BOCES | B |
| Saratoga | Schuylerville | A |
| Suffolk | Eastport | B |
| | Riverhead | B |
| | Southampton | A |
| | Suffolk County BOCES | A |
| Sullivan | Fallsburgh | A |
| | Jeffersonville | A |
| | Liberty | A |
| | Livingston Manor | A |
| | Monticello | A |
| Ulster | Highland | A |
| | Marlboro | A |
| | New Paltz | A |
| | Rondout Valley | A |
| | SUC New Paltz | A B |
| | Wallkill | A C |

## COOPERATING SCHOOL DISTRICTS DURING FY-75

### Showing County Location and Numbers Of Migrant Children

| School Districts | County | Children |
|---|---|---|
| 1. Albion | Orleans | 197 |
| 2. Alexander | Genesee | 48 |
| 3. Arkport | Steuben | 19 |
| 4. Avoca | Steuben | 40 |
| 5. Avon | Livingston | 6 |
| 6. Batavia | Genesee | 142 |
| 7. Belleville | Jefferson | 45 |
| 8. Bloomfield | Ontario | 62 |
| 9. Brocton | Chautauqua | 15 |
| 10. Byron-Bergen | Genesee | 20 |
| 11. Carmel | Putnam | 24 |
| 12. Clyde-Savannah | Wayne | 66 |
| 13. Cohocton | Steuben | 32 |
| 14. Dansville | Livingston | 7 |
| 15. Delaware Academy | Delaware | 87 |
| 16. Dunkirk | Chautauqua | 264 |
| 17. Eastport | Suffolk | 10 |

## COOPERATING SCHOOL DISTRICTS
## FY-75




**NOTE:** Numbers refer to school districts identified on the preceding page.

| School Districts | County | Children | School Districts | County | Children |
|---|---|---|---|---|---|
| 18. Elba | Genesee | 28 | 41. Mayville | Chautauqua | 9 |
| 19. Fallsburgh | Sullivan | 24 | 42. Medina | Orleans | 25 |
| 20. Florida | Orange | 82 | 43. Milford | Otsego | 35 |
| 21. Forestville | Chautauqua | 4 | 44. Minisink | Orange | 17 |
| 22. Fredonia | Chautauqua | 12 | 45. Monticello | Sullivan | 10 |
| 23. General Brown | Jefferson | 18 | 46. Newfane | Niagara | 63 |
| 24. Goshen | Orange | 76 | 47. New Paltz | Ulster | 17 |
| 25. Gowanda | Cattaraugus | 9 | 48. North Collins | Erie | 51 |
| 26. Hannibal | Oswego | 23 | 49. North Rose-Wolcott | Wayne | 177 |
| 27. Highland | Ulster | 90 | 50. Oakfield-Alabama | Orleans | 16 |
| 28. Hilton | Monroe | 26 | 51. Pavilion | Orleans | 10 |
| 29. Jefferson/Youngsville | Sullivan | 24 | 52. Penn Yan | Yates | 45 |
| 30. Kendall | Orleans | 119 | 53. Pine Plains | Dutchess | 64 |
| 31. Lake Shore | Erie | 27 | 54. Red Creek | Wayne | 16 |
| 32. Laurens | Otsego | 12 | 55. Red Hook | Dutchess | 61 |
| 33. Le Roy | Genesee | 15 | 56. Ripley | Chautauqua | 45 |
| 34. Letchworth | Wyoming | 85 | 57. Riverhead | Suffolk | 114 |
| 35. Liberty | Sullivan | 12 | 58. Rondout Valley | Ulster | 94 |
| 36. Livingston Manor | Sullivan | 16 | 60. Schuylerville | Saratoga | 24 |
| 37. Lyndonville | Orleans | 90 | 61. Silver Creek | Chautauqua | 31 |
| 38. Marcus Whitman | Ontario | 96 | 62. Sodus | Wayne | 291 |
| 39. Marion | Wayne | 26 | 63. Southampton | Suffolk | 16 |
| 40. Marlboro | Ulster | 81 | 64. South Kortright | Delaware | 98 |

| School Districts | County | Children |
|---|---|---|
| 65. Stamford | Delaware | 38 |
| 66. Wallkill | Ulster | 54 |
| 67. Warsaw | Wyoming | 28 |
| 68. Warwick Valley | Orange | 336 |
| 69. Wayland | Steuben | 55 |
| 70. Westfield | Chautauqua | 19 |
| 71. Williamson | Wayne | 153 |
| 72. Wyoming | Wyoming | 4 |
| 73. Valley Central | Orange | 41 |
| | Total | 4,109 |

## TUTORIAL OUTREACH AND INSCHOOL PROGRAMS

If the experience of a 20-year effort to meet the needs of migrant children in this State has revealed anything, it has exposed that effort's greatest problem. The problem, simply stated, is that of reaching the individual migrant child during the regular school term. The record shows that the problem has been increasing both in size and complexity.

New York's fall harvest season brings the greatest influx of migrant workers to the State. Likewise, the greatest number of migrant children enroll in public schools throughout the State at that time, mainly in small, rural school districts. The length of time the children remain in these school districts will vary with the length of the harvest. Migrant families may arrive in September and leave in late October, mid-November or even as late as December. In recent years, increasing numbers of migrant families also have been arriving for the spring planting season.

As more and more migrant children enroll temporarily in regular school systems, the pressure to provide supplemental educational opportunities increases upon these school systems. Both the local school children and the migrant children suffer from the overcrowding and high pupil-to-teacher ratio.

In 1968, the BME began assisting the impacted schools by providing funds to hire professionals, paraprofessionals and nonteaching aides during the regular school term. These temporary employees of the school supplemented the existing staff by working with the children both in and out of the classroom and by permitting the regular teachers to work with individual migrant children. This approach continued in practice throughout FY-75.

The BME continued to support the "Regular School Programs" in FY–75 as a means of helping reduce the pupil-to-teacher ratio in impacted schools. Toward this end $537,266 was allocated to 29 school districts in FY–75. Approximately 2,200 migrant children were served through these programs which are geared to enhance their regular classroom situation.

Despite the efforts of the existing teaching staff and the supportive aides, reports over the years to the present time indicate the continued difficulty of providing individual attention to migrant children. Academic gains among these children in regular school programs have not corresponded to the children's progress made in the BME-supported summer schools. The children's needs continued to be such that flexibility of subject matter and scheduling made it easier to meet these needs through individualized instruction in the summer schools.

Evaluation data have shown that migrant students obtain their greatest academic gains during the summer school sessions. Summer schools operate without the constraints of the regular school year and are structured to meet the unique health-social-academic needs of migrant children. The learning delivery system is based upon individual instruction and the results of academic growth among the students has been well documented over the years.

Another aspect of the problem that is contrary to the impacted schools situation is that of reaching individual migrant children when their numbers are small within a given school district. Migrant children have been found scattered throughout several rural school districts. It is not practical, or in some cases possible, to develop a separate supplemental project in each school district that may have a small group of migrant students enrolled.

Still a third aspect of this overall problem involves the intrastate migrant child. Through a sophisticated census-recruitment operation, detailed in the section Supportive Services, more and more New York State children are being identified who move with their families to seek farm work within the State. Since these children may be placed within several different schools, they can suffer the same lack of educational continuity as children moving interstate and have the same need for supplemental educational services.

In a coordinated statewide attempt to meet these challenges, the BME gave emphasis during FY–75 to "Tutorial Outreach Programs." The essence of the strategy is to place an individual tutor with an individual migrant child on a regular schedule for the purpose of improving the child's reading and mathematics skills and to do so within a feasible cost. To implement this strategy, tutors were

hired through centrally located educational agencies and assigned to work within cooperating school districts. Evaluations of these outreach programs have shown highly significant academic growth among children receiving tutoring.

The FY–75 Tutorial Outreach Programs built upon the success experienced from two pilot tutorial projects funded by the BME through the State University Colleges at Fredonia and Geneseo. The model these projects established in the 1974 fiscal year was followed essentially in the same manner in FY–75 by all the tutorial programs.

Fiscal consistency in the Tutorial Outreach Programs was attained through cooperative efforts between the BME, State University colleges and Boards of Cooperative Educational Services (BOCES). The agencies were responsible for handling all aspects of the programs in their service areas. These centralized facilities hired, trained and supervised the tutorial staff, bought and supplied all materials used by the tutors, provided evaluation reports to the BME and the Bureau of Evaluation of the New York State Education Department and maintained records of the children's progress.

The cooperation of the school districts in which tutors were placed was essential to providing effective instruc-

tional services to migrant children. The directors of the Tutorial Outreach Programs established and maintained contacts with the chief school officers, building principals and guidance personnel. The tutors established and maintained close coordination with the regular classroom teachers to maximize the instructional benefits to the children. The only requirement placed upon the local school was provision of adequate space for tutor and child to work. In one case, a Tutorial Outreach Program obtained a surplus mobile home, converted it into tutorial stations and placed it next to the school to alleviate a critical space problem.

Seven Tutorial Outreach Programs operated during FY–75. They were located at State University colleges in Brockport, Fredonia, Geneseo, New Paltz, Oneonta, and Oswego and at the Genesee/Wyoming BOCES Center at Batavia. These facilities operate year round and provide the flexibility necessary to programs for migrant children. The Tutorial Outreach Programs were able to hire more staff as more children arrived in school districts within their service area and to reduce staff as the children migrated.

As the accompanying chart shows, just over 1,700 children were reached with tutorial instruction in reading and mathematics during FY–75. The children were enrolled in 44 cooperating school districts. Approximately 50 full-time and 40 part-time tutors were employed by the seven programs.

Each of the programs utilized a five-step formula for providing individual instruction:

1. Identification of the eligible student population;
2. Assessment of instructional needs of each identified student;
3. Design of individual learning prescriptions for each child which are keyed to the child's regular classroom materials;
4. Implementation of an individual prescription for each student;
5. Evaluation of the results of the programs for each student.

Although each Tutorial Outreach Program operated under the same general guidelines and followed the same five-step formula, each had its own personality. Some programs utilized only certified teachers, while others had a combination of certified teachers and noncertified college students. Some of the programs hired curriculum directors, some hired home-school coordinators and some employed records clerks and field coordinators. Each of the programs conducted tutor training sessions consisting

of introduction to migrant culture, testing and use of programmed skill-building materials. Inservice sessions also were held in many of the programs where tutors would share creative materials and effective teaching methodology.

The children had diverse ethnic backgrounds including black, white, Puerto Rican, Mexican-American and Algonquin Indian. Their parents harvested vegetables and fruit crops, operated dairy farms and worked on commercial fur farms. The families were classified in both interstate and intrastate migratory categories.

The progress achieved by the children in terms of norm reference measurement was significant. All children registered at least one month of achievement for each month of instruction. The average achievement of the children ranged from 1.4 to three-years academic growth within a maximum eight-month tutorial program.

Classroom teachers reported that, beyond the significant measureable improvement in skill areas, the students showed increased interest both in classroom and extracurricular activities. This positive carry-over is also an important part of the overall goal of migrant education programs. The tutorial efforts show the migrant student that he or she can achieve as well as the other children who do not move with each change of season.

**FY–75 MIGRANT TUTORIAL OUTREACH PROGRAMS**

| Location | Outreach Counties | Cooperating School Districts | Children Served |
|---|---|---|---|
| SUC Brockport | Monroe | Brockport | |
| | | Hilton | 188 |
| SUC Fredonia | Cattaraugus | Brocton | |
| | Chautauqua | Dunkirk | |
| | | Forestville | |
| | | Fredonia | |
| | | Gowanda | |
| | | Mayville | |
| | | Ripley | |
| | | Silver Creek | |
| | | Westfield | 392 |
| SUC Geneseo | Livingston | Dansville | |
| | Ontario | Bloomfield | |
| | Steuben | Arkport | |
| | | Avoca | |
| | | Cohocton | |
| | | Wayland | 196 |
| SUC New Paltz | Dutchess | Pine Plains | |
| | Orange | Florida | |
| | | Goshen | |
| | | Minisink Valley | |
| | | Warwick Valley | |

| Location | Outreach Counties | Cooperating School Districts | Children Served |
|---|---|---|---|
| | Saratoga | Schuylerville | |
| | Sullivan | Jeffersonville | |
| | | Liberty | |
| | | Livingston Manor | |
| | | Monticello | |
| | | South Fallsburgh | |
| | Ulster | Highland | |
| | | Marlboro | |
| | | New Paltz | |
| | | Rondout Valley | |
| | | Wallkill | 500 |
| SUC Oneonta | Delaware | Delhi | |
| | | South Kortright | |
| | | Stamford | |
| | Otsego | Laurens | |
| | | Milford | 150 |
| SUC Oswego | Oswego | Hannibal | |
| | Wayne | Clyde-Savannah | |
| | | Red Creek | |
| | | North Rose-Wolcott | 80 |
| Genesee/ Wyoming BOCES | Genesee | Alexander | |
| | | Batavia | |
| | | Byron-Berger | |
| | | Le Roy | |
| | | Pavilion | |
| | | Pembroke | |
| | | Oakfield-Alabama | |
| | Wyoming | Wyoming | 224 |
| | | **Total** | **1,730** |

## SUMMER SCHOOL PROGRAMS

The BME continued efforts to reach migrant children through summer school programs in FY–75. During the summer, 27 school districts cooperated with the BME in providing comprehensive educational programs for approximately 2,939 migrant children. Funds totaling $749,357 were budgeted for summer programs.

Each of the programs had its unique characteristics, but all sought the common goal of serving the needs of the children. Toward that common goal, services were wide-ranging, including health and dental programs, individualized instruction emphasizing mathematics, read-

ing, bilingual education, self-concept building, cultural appreciation experiences and field trips to broaden knowledge of the world and environment.

Several programs provided their own medical and dental services to meet the immediate health needs of children and their parents. Program directors also worked closely with established rural clinics by referring persons in need of medical help. Children were afforded physical examinations at the beginning of the summer programs. If health needs were detected, children were given immediate attention. Medical services were greatly speeded through the use of the MSRTS, which alerted authorized medical personnel to a child's special health need.

The MSRTS was also invaluable to the summer school teacher for determining the academic skills level of each child and for developing an individualized learning sequence. The learning atmosphere was usually charged with challenging methods and material for the children. Most important were the dedicated, selfless teachers who attempted imaginative, innovative methods fostered by the "open education" format of the summer schools.

Learning situations were not confined to the traditional classrooms, but were sometimes found on a playground, on a busy city street or in a migrant camp itself. Development of various academic skills were directed through programmed learning formats that allowed children to progress at their own rate of speed. Programs utilized various instruments to measure pupil achievement.

Recreation was an integral part of all summer programs. Activities included traditional indoor and outdoor games and swimming and hiking. The children learned as they had fun. Positive self-concepts and fairplay were emphasized through games and appreciation of nature was enhanced during the outdoor experience.

In essence, the summer school programs were total living and learning experiences. They resulted from the efforts of many people committed to helping migrant children. The programs relied on the talents and skills of professionals, paraprofessionals, migrant parents, and persons in supportive roles whether they were bus drivers, teacher aides, cafeteria workers, custodians or volunteers. Without them, the children could not have been served.

## LEARN AND EARN

Learn and Earn activities include adolescents both in school and out of school. In school youth receive counseling related to skills, training and education. Also, in

school youth may participate in stipended on-the-job situations. Out of school youth receive counseling and a greater involvement in stipended on-the-job training. Greater numbers of adolescents take advantage of the counseling aspects of Learn and Earn than they do of the stipended training situations. Learn and Earn activities have been closely coordinated with Department of Labor Comprehensive Employment Training Act Funds with expectations of utilizing employment and manpower situations provided through those funds.

The BME expects to expand adolescent involvement to include a wider range of education activities for greater numbers of youth, and to continue to coordinate with manpower and employment resources through the network of education programs for migrant children.

## PRESCHOOL MIGRANT CHILD DEVELOPMENT PROGRAM

The New York State Migrant Child Care Program is a multifunded program serving children between the ages of eight weeks and five years in 25 seasonal and year-round child development centers across the State.

The Child Care Program, which is coordinated by the Department of Agriculture and Markets, receives funds from the BME, the New York State Department of Social Services, the Comprehensive Employment and Training Act (CETA), and the Indian and Migrant Division of HEW, in addition to a State appropriation. Further, the program receives donated foods and food reimbursement from the United States Department of Agriculture's Special Food for Children Program.

In the 1974–75 program year, an estimated 1,400 children were cared for in over 46,000 child care days. The children were involved in programs that emphasized:

—quality child care in centers licensed by the Department of Social Services.

—individual development (such as gross motor development, fine motor coordination, sensory perception, language development and development of self-image) through a supplemental educational program sponsored by the BME.

—comprehensive health care provided through a grant from the Indian and Migrant Division of HEW. The grant enabled coordination of existing health services and provided nursing services to each of the 25 child care centers. For the future, home intervention for

health education stresses personal hygiene and prevention of common illnesses.

—good nutrition made possible through the Special Foods for Children Program.

—parent involvement through a parent program that solicits and respects the opinions of parents.

## SUPPORT SERVICES

### Census Project

In order to strengthen BME's census information and retrieval system, a special census project was initiated in September 1973, for identifying and tracking individual children of migratory farmworkers. Prior to this project, the BME utilized information on children from various State, private, and community agencies and school districts. But definitions of "migrants" often varied among agencies and some agencies only surveyed migrants of specific age groups.

Moreover, there were vast areas where no records existed and cases where school and community officials did not recognize a family as fitting the BME's definition of "migrant." Another factor prompting the need for more accurate census information on migrant children was the decision by the Federal Department of Health, Education and Welfare to determine allocation of migrant education funds to states based upon acutal numbers of migrant children within the states.

In response to these needs, the BME established a Census Office in order to develop methods to obtain an accurate picture of agricultural families moving through and within New York State. A field staff was organized and trained. Census forms were developed and surveying was begun in October. The tone of the new effort was one of experimentation and learning. Census takers were encouraged to make reliable and varied contacts, to seek out information in those areas where no migrants had been found before and to familiarize themselves with their regions.

Because census regions differ, each census taker has developed his or her own contacts. In addition to gathering information from State, private and community agencies and school districts, various citizens ranging from post office workers, merchants, clergy, police, conservationists, growers, Cooperative Extension agents and private citizens were contacted. Thus, many people were acquainted with the nature of the census project and many reliable sources were acquired.

Based on information supplied by these sources, census

takers visited labor camps, housing projects and individual homes. Parents of children and young adults up to age 21 fitting the BME's definition of "migrant" (based on definitions set by Title I, ESEA, Migrant, P.L. 89–750) were then interviewed. Each child's personal data and previously attended school were recorded. Additionally, a family profile was completed to identify the parents' address and place of work, when the family arrived at their present location and their planned departure date and destination. The information was then sent to the Census Office. The profiles were also sent to the appropriate MSRTS terminal and to the chief school administrator or contact person in the school district where the family lives. The MSRTS terminal operator was responsible for processing enrollments of the individual children on the MSRTS data bank. Records were maintained by the terminal operators for identification of children enrolled in BME-sponsored programs. The records also assisted BME staff in promoting programs where needed.

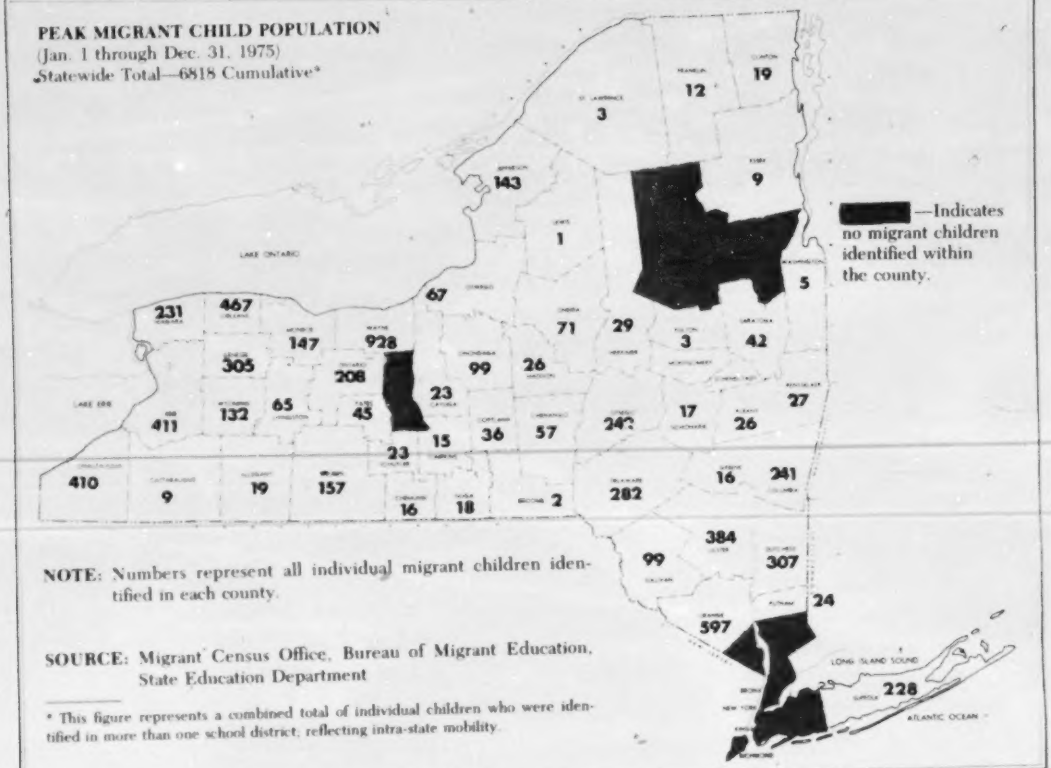
The primary responsibility of the Census Office was providing BME staff with current information on migrant children in order that program planning, implementation and evaluation could be strengthened.

The Census staff provided biweekly updates of migrant child population statistics by county and school districts during the spring, summer and fall. These updates were sent to the school districts, day care centers, health, vocational and allied educational agencies serving migrant children. Also, county maps which pinpoint school districts with migrant child populations were updated weekly at the BME central office. These maps provided graphic illustration to the movement of children into and throughout the State and were helpful to BME staff in identifying impacted school districts. Profiles of school districts were also developed by the Census staff as an instrument to facilitate program planning.

During FY–75 census takers were assigned to 16 regions. The census regions varied in size from one to eight counties depending on the anticipated population for the area. Each census taker worked part time, in proportion to his region's size, the influx of families and the number of families establishing residence or "resettling" out of the migrant stream.

The identification of "intrastate" migratory children was also a factor that received increased attention for the census takers. Many families which remain within New York State but move to different communities to secure dairy farm or other farm work were identified. The migration of these families between communities and across school district boundaries made the children eligible for

**PEAK MIGRANT CHILD POPULATION**
(Jan. 1 through Dec. 31, 1975)
Statewide Total—6818 Cumulative*




—Indicates no migrant children identified within the county.

**NOTE:** Numbers represent all individual migrant children identified in each county.

**SOURCE:** Migrant Census Office, Bureau of Migrant Education, State Education Department

* This figure represents a combined total of individual children who were identified in more than one school district; reflecting intra-state mobility.

# SEASONAL AGRICULTURAL FARMWORKER FAMILY CENSUS FORM
## FORMULARIO FAMILIAL DEL CENSO PARA LABRADOR TEMPORAL

DATE: Fecha _____

CENSUS TAKER: Censor _____ COUNTY: Condado _____ SCHOOL DISTRICT: Distrito Escolar _____

LEGAL PARENTS/GUARDIAN NAME: Nombre de Padres o Guardian _____ / _____

Father's Last Apellido del Padre _____ First Nombre _____ Mother's Last Apellido de la Madre _____ First Nombre _____

ADDRESS: Domicilio _____ Number Numero _____ Street Calle _____ City Ciudad _____

LOCATION: Localidad _____ (If no address, give directions to location) (Si no hay domicilio, dar instrucciones)

MAILING ADDRESS: Domicilio de Correo _____ (If other than above) (Si es distinto del de arriba)

EMERGENCY TELEPHONE NO.: Numero de Teléfono de Urgencia _____

T Corriente R Restablecido PRESENT/FORMER AGRICULTURAL EMPLOYMENT: Trabajo Actual/Trabajo Anterior WHERE Donde _____ WHEN Cuando _____

DATE MOVED INTO DISTRICT: Fecha de Entrada en el Distrito _____ Month/Day/Year EXPECTED DATE OF DEPARTURE: Esperada Fecha de Salida _____ Month/Day/Year DESTINATION: Destinacion _____ City Ciudad _____ State Estado

FROM WHERE: Procede _____ City Ciudad _____ State Estado HOME BASE (If other than last location): Residencia (Si diferent del ultimo sitio) _____ City Ciudad _____ State Estado

ORAL COMMUNICATION: Comunicación Oral
S = Speaks Habla
U = Understands Comprende
FATHER S____/U____ MOTHER S____/U____
PADRE H____/C____ MADRE H____/C____
Only English = (1) Solo Ingles
English & Spanish = (3) Ingles y Espanol
English & French = (5)
Only Spanish = (2) Solo Espanol
Only French = (4)
Other (Please Explain) = (6) Otro (Expliquen por favor)

COMMENTS: Comento

### STUDENT INFORMATION
*Informacion del Estudiante*

| Last Name Apellido | First Nombre | Sex Sexo | Date of Birth Fecha del Nacimiento | Age Edad | Place of Birth Suelo Nativo | Where Last Attended School ¿Que Escuela ha Asistido Anteriormente? City Ciudad | State Estado | Current School or District Escuela Actual City Ciudad | Now in School Asistencia Actual a la Escuela (Y or N) (Sí o No) | Oral Communication Comunicacion Oral S | U | H | C |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| | | | | | | | | | | | | | |

MOVEMENT DATE: Fecha de Traslado _____ DESTINATION: Destinacion _____ City Ciudad _____ State Estado _____ SOURCE OF INFORMATION: Origen de la Información _____

COPIES TO: WHITE-SCHOOL DISTRICT GREEN-CENSUS OFFICE YELLOW-TERMINAL OPERATOR PINK-STATE GOLD-CENSUS TAKER

NEW YORK STATE MIGRANT CENSUS OFFICE

educational assistance provided in BME-sponsored programs.

For the future, the census project will continue supportive efforts by sharing census data with agencies already receiving the material and will continue its vital role in program planning.

**Migrant Student Record Transfer System**

The Migrant Student Record Transfer System (MSRTS) utilizes three terminals and a special User Trainer Program in New York State.

The terminals, located at the Orleans-Niagara BOCES in New Paltz, and Wayne County BOCES in Williamson, are part of a national network of 130 terminals in 48 states tied into a computer bank in Little Rock, Arkansas. The three terminals relate to approximately 140 school districts with migrant children in Bureau-sponsored programs. The terminals' operators are responsible for record initiation and for updating and withdrawal of pertinent educational and medical information for each child enrolled through the Arkansas data bank.

The MSRTS User Trainer project provided support service to Local Educational Agencies (LEAs) to increase their utilization and understanding of the Migrant Student Record Transfer System. Additional functions of the User Trainer include coordinating operations of the State's three migrant terminals and increasing general awareness of the MSRTS role in migrant education.

The project objectives were met in a variety of ways. The User Trainer:

—conducted on-site overview-training sessions for 66 LEAs and 247 staff including clerks, nurses, tutors, program directors, teachers and administrators;

—held workshops at each of three regional Migrant Education Conferences, attendance totaling 15–25 persons per sessions;

—prepared presentations and exhibits for annual State Migrant Education Conference;

—acted as liaison for migrant terminals and conducted two statewide meetings for terminal operators and staff from (BME) and Migrant Census Office;

—coordinated MSRTS for 29 child care centers (Department of Agriculture and Markets) and coordinated workshops for staff and coordinators at two New York State Child Care Conferences;

—held orientation workshops for personnel of Migrant Census Office, participated in two New York State

Migrant Census Conferences, worked with Director to coordinate family census data for MSRTS;

—developed MSRTS procedures for tutorial programs and attended meetings of Migrant Tutorial Consortium;

—presented MSRTS to Migrant Health programs;

—prepared "MSRTS in New York State" brochure for printing;

—developed MSRTS input/coding procedures for special projects: Learn and Earn, C.B. Foods Inplant Education, Nutrition-Health and Recreational-Health programs;

—acted as consultant for MSRTS User Workshop, Little Rock, Arkansas.

Every effort was made to meet specific MSRTS needs of BME staff and project personnel. Routine requests for orientation and training were handled through the migrant terminals. To increase MSRTS field service, one week per month was spent in each of the State's three migrant regions.

Periodic checks of terminal records showed an increase in student information reported by LEAs. The data were also more complete and up-to-date. MSRTS information from out-of-State programs was available more often on

student records and provided assistance in determining academic and health needs. Ongoing trainer activities will place more emphasis on utilization of such data for effective planning toward continuity of education for migrant children.

**Migrant Bilingual Education Project**

A comprehensive effort has been underway during the past two years to acquire materials and develop programs for non-English and limited-English-speaking migrant children across New York State. The BME retained, through cooperation with the Bureau of Bilingual Education of the State Education Department, a Bilingual Education Assistant who was responsible for conducting workshops, for acquiring and cataloging materials and for recruitment of bilingual educators where necessary.

In FY–75, the project conducted six mini-workshops in SUC Fredonia, Pine Island, Warwick, SUC Geneseo, Medina and Dunkirk. The workshops at the first four locations stressed the meaning of bilingual education, English as a Second Language (ESL) and Puerto Rican or Mexican-American culture to teachers and tutors in these programs. A pre- and post-test evaluation was given at each workshop. A workshop focusing on Puerto Rican culture was given in Medina and a special presentation on Puerto Rican culture and identity was held at Dunkirk.

A special five-day workshop for teachers on non-English and limited-English-speaking migrant students was held June 23 through 27 at New Paltz, marking the second such workshop in as many years. The program attracted 32 participants. The program dealt with Mexican-American culture, Puerto Rican culture, reading in Spanish, and the meaning of bilingual education ESL. For administrators and directors of migrant programs, a special one-day orientation on bilingual education was held at the SED.

There are more than 1,760 items in the Resource Library for use by teachers of migrant children. Both Puerto Rican and Mexican-American resource units are being developed in the library. Each unit has available six subunits and a growing list of bibliographical data.

**Categories of materials include:**

Mathematics in Spanish and English
Science
Social Studies
Reference Materials
Kits
Posters
Puzzles

Spanish Readers
English Readers
Curriculum
English as a Second Language
Library books in Spanish
Library books in English
"Activity" Material
High School Equivalency
Puerto Rican History and Culture
Mexican-American History and Culture
Tests
Dictionaries
Bibliographies

Brochures developed by the Project were sent to numerous schools in New York City, Rochester, Buffalo, and directors of migrant and bilingual programs in hope of recruiting qualified bilingual teachers to be referred to work in migrant education programs which had non-English-speaking children. As a result, at least five programs increased their bilingual staff.

Fifty-six different tests pertinent to non-English and limited-English-speaking students have been collected and are available for review by directors and teachers of migrant students.

**Information Dissemination Project**

Improving communication among New York State's migrant education program personnel and sharing information about the State's migrant education activities were the objectives of the BME's Information Dissemination Project (IDP) during FY–75. The IDP was designed along Federal Title I guidelines for design of reports and dissemination of information.

The establishment of such a project was based upon several needs. The need for developing information about the statewide migrant education program for intra- and interstate dissemination has long been apparent. Also, LEAs have needed assistance in developing information about their programs. Moreover, there was no coordinated effort to increase awareness of migrant educators and administrators in the State about methods, materials and operators of migrant education programs in other parts of the State and across the nation.

By establishing a dissemination project and utilizing a professional communications specialist, these challenges were addressed. The services of the project were made available to the BME and its supportive services as well as the LEAs and migrant programs across the State.

Various activities were undertaken to keep educators

up to date on both statewide and national aspects of migrant education. LEAs and migrant program directors received current data on migrant education and related topics through a biweekly news service and periodic mailings of information on exemplary migrant programs as identified by the BME and the USOE.

LEAs were also afforded technical assistance in developing materials concerning their programs. The IDP has offered publishing assistance, including writing, photographic work and design of the material to be published. In one instance, a yearbook was published which focused upon a summer school program for migrant children. The children were involved in the writing and layout of the yearbook and each child received a copy at the end of the program. Assistance was also provided to programs in developing brochures, slide-tape presentations and displays.

The BME and its Regional Offices received a variety of assistance from the IDP. Among the activities were: preparation of reports and visuals for USOE and Board of Regents, development of forms and other materials used by the BME staff, supply of films and audio-visual materials for regional and statewide meetings, coordination of regional and statewide conferences, production and coordination of articles to State and national publications and development of maps for tracking intra- and interstate movement of migrant children.

Publications by the IDP include: "Providing Opportunities, The Fiscal 1974 Report of Programs for Children of Migratory Farmworkers in New York State"; "The Story of Migrant Education in New York State"; "The Migrant Student Record Transfer System in New York State"; and "Reaching Out: The Fredonia Migrant Tutorial Reading Program."

A comprehensive annotated bibliography of local, State and national publications was also developed and given to all LEAs and migrant programs. Materials listed in the bibliography are either given or loaned by the IDP to a requesting LEA or program.

A monthly newsletter is published by the IDP for the BME's Census Recruitment Office. The newsletter reached the entire Census staff as well as the BME's support services. It served as a focal point for the widely scattered census takers and contained information about the census operation and educational programs.

## MIGRANT HEALTH EDUCATION

The importance of good health and proper health-

sustaining practices was emphasized to migrant children in special Health Education Programs across New York State during FY–75. The BME directly funded eight health projects. Health education components were included in all of the summer school programs. A total of $192,975 was allocated for the direct projects.

National research on dietary habits of migrant children indicates they consume less than one-half of the needed dietary allowances of food. The Migrant Nutrition Education Programs, which is sponsored through the Cornell University's Cooperative Extension Service, aimed at stemming this statistic through employing paraprofessional aides from the migrant populations. The migrant nutrition aides received inservice education so that they could teach nutrition education to their migrant peers.

The aides presented nutrition information to migrant families including meal planning, food purchase and preparation, uses for available fruits and vegetables which migrants harvest, infant nutrition and pesticide education.

The Nutrition Education Program operated in Wayne and Chautauqua counties with black and Spanish-speaking migrant populations. The skills obtained by the migrant nutrition aides were also utilized in their home base state of Florida. The Cornell University Cooperative Extension Service cooperated with the Extension Service of the University of Florida at Gainesville in providing an ongoing educational effort to migrant families.

This program broadened nutrition knowledge among the migrant homemakers and improved their everyday practices of food preparation and food safety which are essential for good health.

Another component of the Nutrition Education Program was a summer Pesticide Education Program which sent an Extension Service Educator to several of the migrant summer schools. The educator encouraged caution around pesticides and places where pesticides are used. A total of 1,448 migrant children were involved in this program.

General health services for migrant children were provided in Orange, Suffolk, Steuben and Wayne counties through projects which targeted upon personal hygiene, safety, first aid, family living, mental and emotional health and visits to clinics for preventive health care.

Oral and dental health care projects operated in Wayne and Niagara counties. These programs concentrated on providing dental services where needed and training children in proper care of their teeth. In most cases, the programs provided toothbrushes and dental floss to the children for home use.

## INSERVICE EDUCATION

Regional "mini-workshops" were promoted during FY–75 by the BME for the purpose of bringing migrant educators together to share their knowledge and experience and to discuss future implications for migrant education. This new approach to inservice education for New York's migrant educators attracted teachers and program directors within the three separate regions identified by the BME.

The three regions are: Region I—Western New York counties, Region II—Central New York counties and Region III—Eastern New York counties including Long Island. The workshops were held in locations central to the participants in each region.

Concentrated working sessions in the area of program planning and implementation, involvement of parents, evaluation, methods and materials of instruction were held. The sessions utilized presenters and facilitators to maximize information presented and enhance discussion.

Through these small group discussions—along with general sessions with question and answer periods, displays, films and individual consultations—the participants were exposed to many concepts for strengthening their own programs. Moreover, program directors were apprised of administrative and fiscal matters through ses-

sions with BME staff and staff from cooperating State Education Department agencies.

The Fifth Annual Statewide Workshop for Migrant Educators was held July 7 and 8, 1975 in Syracuse, and attracted more than 200 representatives from school districts, BOCES, State universities, State agencies and the BME. The annual gathering serves as a kickoff to the busy migrant summer school season.

Professionals from migrant tutorial programs presented effective methods and materials for improving reading and mathematical skills among migrant students. Consultants from the State Education Department's Bureau of Bilingual Education outlined effective language developing activities for non-English-speaking migrant children.

Consultants from the Department of Agriculture and Markets utilized a mock day care center to demonstrate educational activities for infants and preschoolers. A series of innovative programs for migrant teenagers and young adults was developed which keys on high school equivalency, adult basic education, and other out-of-school educational activities.

Extracurricular activities, field trips and in-camp academic programs were explained by experienced migrant educators from across the State. Health education, pesticide safety, nutrition education and other support services to migrant families were described by members of the Cooperative Extension Service and representatives of independent, nonprofit service organizations.

Response from participants in post-workshop evaluations indicated the presentations advanced many useful ideas for both summer school programs and educational activities during the regular school year.

BME staff also participated in a two-day Migrant Child Care Conference which was sponsored by the Department of Agriculture and Markets and the Federation of Processors and Growers. The Conference concentrated on ways of implementing newly developed Migrant Child Care Guidelines in migrant child development centers which are funded by the BME. The Guidelines were developed by a project jointly sponsored by the BME and Cornell University's Department of Human Development and Family Studies.

Also, sessions dealing with health, community committees, resources, licensing of child care centers, staff training and educational emphasis were conducted during the conference.

## INTERSTATE COOPERATION

Through support of the MSRTS, the Texas Child Mi-

grant Program, and attendance at regional and national workshops, New York State continues to foster interstate cooperation.

The Texas Migrant Program brought two educators from that state to New York during an eight-week period in which summer programs were held. Through inservice sessions and visits to schools with Mexican-American migrant students, these educators brought some understanding concerning the special educational needs of Mexican-American children.

BME staff participated in both the Eastern Regional Workshop and the Eight Annual National Migrant Workshop. Through these workshops, new ideas were shared, problems explored, and information exchanged on programs among directors and staff on migrant education components in the 48 participating states.

## SUMMARY

The activities described in the preceding pages are indicative of the efforts undertaken by many dedicated persons to meet the unique educational needs of New York State's migrant children. Those needs are created because they move frequently, thus interrupting the continuity of educational programs offered by the traditional school system.

The goal of the New York State migrant education effort is to provide each eligible child supplemental education programs that will best meet his or her assessed needs. Beyond the efforts to improve skills in reading, mathematics and bilingual education, efforts to improve health and nutrition, provide recreational activities and bolster positive self-concepts are important parts of the comprehensive programs undertaken. The educational programs are linked to the work of other State agencies which provide services to migrant children.

Programs designed to maximize teaching efforts to meet the needs of migrant children are developed in accordance with State and Federal guidelines. Tutorial instruction, summer schools, regular school supplemental programs, health education, bilingual education, career experience for adolescents and early childhood development programs are some of the specific services made available to migrant children.

It is hoped that the migrant education programs will provide an equal educational opportunity to migrant children so that they may participate fully in the mainstream of society.